

**FLORIDA DEPARTMENT OF LAW ENFORCEMENT  
DIVISION OF CRIMINAL JUSTICE STANDARDS & TRAINING**

**CRISIS INTERVENTION  
COURSE 053**

**COMPARATIVE REVIEW**

<u>TRAINING SCHOOL</u>	<u>CLASS NUMBER</u>	<u>SESSION DATES</u>
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<b>COURSE TOPICS OF INSTRUCTION</b>	<b>TOTAL NUMBER OF HOURS INSTRUCTED</b>	<b>HOURS REQUIRED</b>
<u>Administration and Orientation</u>		1
<u>Introduction to the Problem</u>		2
<u>Legal Aspects of Crisis Intervention</u>		1
<u>Crisis Theory</u>		2
<u>Safety</u>		2
<u>Assessment</u>		3
<u>Crisis Diffusion Techniques</u>		6
<u>Decision Point</u>		3
<u>Mediation</u>		2
<u>Referral</u>		2
<u>Abnormal Behavior and Suicide</u>		4
<u>Alcohol/Drug Abuse</u>		2
<u>Hostage Situations</u>		4
<u>Elective Topics</u>		4
<u>Testing and Evaluation</u>		2

## TESTAMENT

I certify that the training school I represent will offer the above prescribed curriculum during the period specified above. I certify that all instructors listed on the attached curriculum are approved to teach by the Criminal Justice Standards and Training Commission in accordance with Subsection 943.14(3), Florida Statutes and Section 11B-20, Florida Administrative Code or will instruct under the supervision of a certified instructor.

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Training Center Director

**FLORIDA DEPARTMENT OF LAW ENFORCEMENT  
CRIMINAL JUSTICE STANDARDS & TRAINING COMMISSION**

**CRISIS INTERVENTION  
COURSE 053**

**FOREWORD**

This course is part of the Criminal Justice Standards and Training Commission approved Advanced Training Program. It is one of a series of non-sequential career skills training courses. Courses in the Advanced Training Program are designed to enhance an officer's knowledge, skills and abilities for the job he/she performs.

Crisis Intervention is designed to enhance an officer's knowledge, skills, and abilities to effectively recognize and handle common crises.

Four hours of elective topics have been provided in this course to allow for variations of interest and need. This six hour block may be utilized by adding one or more of the suggested Commission approved topics listed in the outline or addition of alternative elective topic areas. It is requested that in the event alternative topics are used, these topics are responsive to local needs.

Students enrolled should have successfully completed the Basic Recruit Training Course or have been exempted and possess sufficient experience and background and presently hold positions which require them to respond in crisis situations. Officers successfully completing Crisis Intervention may be eligible for salary incentive payments, or credit this course toward the mandatory retraining requirement.

**CRISIS INTERVENTION  
40 HOURS**

**COURSE OUTLINE**

I.	<u>ADMINISTRATION AND ORIENTATION</u>	1
II.	<u>INTRODUCTION TO THE PROBLEM</u>	2
III.	<u>LEGAL ASPECTS OF CRISIS INTERVENTION</u>	1
IV.	<u>CRISIS THEORY</u>	2
V.	<u>SAFETY</u>	2
VI.	<u>ASSESSMENT</u>	3
VII.	<u>CRISIS DIFFUSION TECHNIQUES</u>	6
VIII.	<u>DECISION POINT</u>	3
IX.	<u>MEDIATION</u>	2
X.	<u>REFERRAL</u>	2
XI.	<u>ABNORMAL BEHAVIOR AND SUICIDE</u>	4
XII.	<u>ALCOHOL/DRUG ABUSE</u>	2
XIII.	<u>HOSTAGE SITUATIONS</u>	4
XIV.	<u>ELECTIVE TOPICS</u>	4
	Officer Stress Death Notification Ethnic/Cultural Differences Juveniles In Crisis Crisis Dynamics Specific to Women	
XV.	<u>TESTING AND EVALUATION</u>	2

**CRISIS INTERVENTION  
40 HOURS**

**COURSE NARRATIVE**

**I. ADMINISTRATION AND ORIENTATION \_\_\_\_\_ 1**

This hour is provided to meet administrative needs as well as to familiarize the student with course rules and operational requirements. A general overview of the course content and goals and objective will be provided.

**II. INTRODUCTION TO THE PROBLEM \_\_\_\_\_ 2**

This block of instruction includes a presentation of the program goals and the rationale for training officers in crisis intervention. Statistics on officer injuries and deaths when dealing with crisis will be the basis for a discussion of the magnitude and complexity of the problem, and the need for training in this area.

**III. LEGAL ASPECTS OF CRISIS INTERVENTION \_\_\_\_\_ 1**

Instruction will cover the legal issues applicable when handling crisis situations and when dealing with mentally disturbed individuals. Discussion will include the provisions of the Florida Mental Health Act (Baker Act) and the use of force by officers in crisis situations. The provisions of Chapter 394 F.S. (Myers Act) will also be covered.

**IV. CRISIS THEORY \_\_\_\_\_ 2**

This topic of instruction is designed to provide the student with an understanding of the concept of crisis. The common phases of a crisis will be discussed, as well as the common phases of an emotional response to a crisis. Students will also become familiar with management procedures for handling emotional responses to crisis.

**V. SAFETY \_\_\_\_\_ 2**

Based upon the previous discussions of the dangers to officers when responding to crisis situations, instruction in this block will cover safety precautions and procedures to follow before entering a residence on a disturbance call, the entry precautions, and safety procedures once inside the residence and when setting up the interview. Students will also discuss various safety precautions to follow when handling a crisis in various settings within a correctional facility. Students will have an opportunity to practice the techniques presented in class through role-playing.

VI. **ASSESSMENT** \_\_\_\_\_ **3**

This segment deals with general considerations of crisis assessment. Methods of assessing a crisis will be discussed. Open ended and close-ended questions will be defined, described, and discussed, and a list of important assessment questions will be provided. Factors contributing to an effective interview process will be presented, as well as the proper procedures for closing the interview. Students will demonstrate knowledge of the techniques of assessment through role play situations.

VII. **CRISIS DIFFUSION TECHNIQUES** \_\_\_\_\_ **6**

This block of instruction includes a presentation of the various techniques for defusing, or calming, the crisis situation. Both verbal and non-verbal techniques will be discussed. Students will explore the possible effects of the use of authority in crisis situations. Techniques will be discussed for minimizing behaviors which may result in high arousal of the individuals involved in a crisis. Role play situations will provide students with the opportunity to practice the various defusing techniques presented in class.

VIII. **DECISION POINT** \_\_\_\_\_ **3**

This topic is designed to present the various alternative resolutions that can be made at the decision point of a crisis situation, after the problem(s) have been identified in the assessment. Students will have the opportunity to role play the actions of the various resolution options in simulated crisis situations.

IX. **MEDIATION** \_\_\_\_\_ **2**

This block of instruction will provide the student with an understanding of mediation. The definition of mediation will be given and then discussed. Role playing will be utilized for the student to demonstrate techniques/methods of compromise.

X. **REFERRAL** \_\_\_\_\_ **2**

In this block of instruction the student will become thoroughly familiar with the social service resources to which an individual in a crisis situation may be referred for assistance. In addition, the student will receive instruction on when, why, and how to properly refer an individual. Students will become familiar with victim assistance programs in Florida, and the law enforcement officer's responsibility to notify the victim of the availability of assistance.

XI. **ABNORMAL BEHAVIOR AND SUICIDE** \_\_\_\_\_ **4**

This portion of instruction will aid in increasing the student's knowledge of abnormal behavior. Discussion will include the symptoms of neurosis and psychosis. Instruction will cover assessment, intervention, and handling of crisis situations involving emotionally disturbed persons. The topic of suicide will be discussed in depth, including such subjects as clues to suicidal thoughts, assessment, cautions, misconceptions, and techniques for dealing with potential suicides. Role playing will be utilized for the student to demonstrate techniques of intervention in suicidal situations.

**XII. ALCOHOL/DRUG ABUSE** \_\_\_\_\_ **2**

This block of instruction will provide the student with information concerning commonly abused drugs. Students will identify various drugs by appearance and discuss their effects on behavior. The effects of alcohol on behavior will also be discussed. Students will discuss successful techniques of crisis intervention involving persons affected by various drugs and alcohol.

**XIII. HOSTAGE SITUATIONS** \_\_\_\_\_ **4**

During this topic students will explore the dynamics of a hostage situation. The primary objective of mediation will be discussed, as well as who should be responsible for mediation and effective guidelines for mediation. Also covered in this section is what an officer should and should not do if taken hostage. Students will have an opportunity to role play mediation techniques.

**XIV. ELECTIVE TOPICS** \_\_\_\_\_ **4**

This block of instruction is provided as a flexibility factor. These hours will be used by the training center director to fulfill instructional needs of the employing agencies served by the training school. The following is a partial list of topic areas that may be considered for possible use in this instruction block:

- Officer Stress
- Death Notification
- Ethnic/Cultural Differences
- Crisis Dynamics Specific to Women

This list does not restrict or prohibit the training school from adding these four elective topic hours to any existing course topic area or from developing other topics to fulfill the needs of a specific class.

**XV. TESTING AND EVALUATION** \_\_\_\_\_ **2**

This two-hour block is provided for testing and evaluation which may include where appropriate: formal tests, special tests, pretests, posttests, diagnostic tests and individual and group critique.

**Course:** Crisis Intervention

**Topic:** Introduction to the Problem

**Learning Goal:**

1.0 The student will have an understanding of the concept of crisis intervention and the magnitude of crisis situations encountered by officers.

**Objectives:**

1.0 The student will identify crises common to American society, and crisis that may be the result of tourism, transient populations or cultural differences.

1.1 The student will identify crises common in law enforcement, corrections and probation operations.

1.2 The student will define crisis intervention.

1.3 The student will identify the goals of crisis intervention, to minimally include:

- (a) Shield the crisis victim from any additional stress
- (b) Assist the victim in organizing and mobilizing his or her resources
- (c) Return the victim as much as possible to a pre-crisis level of functioning

1.4 The student will identify and describe the components of crisis intervention. These will include:

- (a) Assessment
- (b) Planning
- (c) Implementation
- (d) Reassessment
- (e) Recapping

1.5 The student will identify conditions under which crisis intervention is necessary.

1.6 The student will identify the types of situations which present the greatest danger to officers, and cite statistics which indicate the extent of the problem.

1.7 The student will discuss statistics on violence, injuries and -deaths and describe why crisis situations are a source of physical danger to officers.



**Course:** Crisis Intervention

**Topic:** Legal Aspects of Crisis Intervention

**Learning Goal:**

2.0 The student will have a working knowledge of the existing laws and court decisions relating to crisis intervention and the handling of disturbed persons.

**Objectives:**

2.0 The student will identify positions of laws, court decisions, and legal trends relating to crisis intervention within the scope of the officer's duties.

2.1 The student will explain the Florida Mental Health Act (Baker Act) and the Myers Act, and the ramifications for officers and agencies.

2.2 The student will identify the Corrections Mental Health Act and its ramifications for officers and institutions.

2.3 The student will identify applicable laws, rules, and court decisions concerning use of force by officers when handling crisis situations.

2.4 The student will identify the portion of the law dealing with domestic disputes concerning property and/or children which may lead to crisis situations.

**Course:** Crisis Intervention

**Topic:** Crisis Theory

**Learning Goal:**

3.0 The student will possess an understanding of the concept of a crisis and the phases of an emotional response to a crisis.

**Objectives:**

3.0 The student will identify factors which constitute a crisis.

3.1 The student will identify the four major factors of a crisis:

- (a) Economic
- (b) Personal - Social
- (c) Psychological
- (d) Physical

3.2 The student will identify the common stages of a crisis. These will minimally include:

- (a) Pre-symptomatic level
- (b) Symptomatic level
- (c) Crucial level
- (d) Acute level

3.3 The student will identify the phases of an emotional response to a crisis. These will include:

- (a) High Anxiety
- (b) Denial
- (c) Anger
- (d) Remorse
- (e) Grief
- (f) Reconciliation

3.4 The student will discuss techniques for handling the above mentioned emotional responses in criminal justice situations.

**Course:** Crisis Intervention

**Topic:** Safety

**Learning Goal:**

4.0 The student will possess knowledge of safety precautions and procedures in responding to crises or disturbance situations. He/she will have the ability to implement safety procedures at the critical points of all disturbance situations.

**Objectives:**

4.0 The student will identify safety precautions to be utilized prior to entering a residence or other facilities on a domestic disturbance call.

4.1 The student will identify potential dangers and safety procedures for entering a residence on a domestic disturbance call. Discussion may include:

- (a) Call for a back-up
- (b) Cover rear entrance if weapons are involved
- (c) Secure an officer on each side of door
- (d) Knock matter-of-factly and wait to be let in
- (e) If no response to knock, check perimeters and then with the neighbors
- (f) Be alert when door is open
- (g) Look inside before entering

4.2 The student will identify potential hazards in stabilizing the situation once inside in the residence.

4.3 The student will identify safety procedures for setting up the interview with the parties in dispute.

4.4 The student will identify safety procedures for responding to disturbance calls in apartment buildings or multi-dwelling unit complexes.

4.5 The student will identify potential hazards which may contribute to crises or disturbances in the following correctional settings:

- (a) Housing unit
- (b) Dining facility
- (c) Showers
- (d) Recreational facilities
- (e) Special confinement unit
- (f) Work squads
- (g) Outside facility grounds
- (h) During vehicle transport
- (i) Key control and security

**Objectives: (continued)**

- 4.6 Given a hypothetical crisis or disturbance situation, the student will role-play his/her responding technique using those safety precautions and procedures presented in class.

**Course:** Crisis Intervention

**Topic:** Crisis Diffusion Techniques

**Learning Goal:**

5.0 The student will possess knowledge of diffusing techniques and the procedures for effectively implementing these techniques in efforts to resolve the crisis situations.

**Objectives:**

5.0 The student will identify the importance of diffusing.

5.1 The student will identify the following calming techniques and the importance of proper implementation of each.

- (a) Breaking visual contact between disputants
- (b) Respecting each disputant's personal space
- (c) Classifying verbal attempts at calming from least aggressive to more aggressive
- (d) Using specific verbal techniques for diffusing

5.2 The student will identify verbal techniques of diffusing and identify the function of these techniques. These will include:

- (a) Distraction
- (b) Requesting a small favor
- (c) Confusion

5.3 The student will identify the possible effects of an aggressive approach by officers to resolve crisis situations or disputes.

5.4 The student will identify behaviors which may result in high arousal. These will minimally include:

- (a) Physical contact between disputants
- (b) Profane or insulting language
- (c) Interruption of one disputant by another

5.5 The student will identify the procedures for minimizing the above behaviors.

5.6 Given a hypothetical crisis situation, the student will demonstrate the learned diffusing techniques by role-playing.

**Course:** Crisis Intervention

**Topic:** Assessment

**Learning Goal:**

6.0 The student will possess an understanding of the importance of proper assessment and will possess an ability to interview properly to gather information about a situation and a person involved in the crisis in an effort to assess and resolve the problem.

**Objectives:**

6.0 The student will identify methods of assessing a crisis situation.

6.1 The student will identify factors contributing to a successful interview. These will minimally include:

- (a) Make a calm, clear and short statement of who you are and why you are there
- (b) Scan the environment to assure yourself that there are no serious dangers or surprises
- (c) Begin to organize the crisis scene
- (d) Be confident
- (e) Take an active role in controlling the situation

6.2 The student will identify components of the following types of information utilized to assess the crisis situation:

- (a) Identification data
- (b) Relationship data
- (c) Nature of the current problem
- (d) Recent history
- (e) Environment/Terrain data

6.3 The student will identify the proper procedures for closing the interview.

6.4 Given a simulated crisis situation, the student will answer the following questions concerning the situation.

- (a) Is the crisis related to a specific event?
- (b) Is the crisis chronic?
- (c) Is the crisis situation mild, moderate, severe?
- (d) Is the crisis interpersonal, intrapersonal, or situational?
- (e) Does the victim need additional help from outside sources?
- (f) What resources are practical and available?

6.5 Given a hypothetical crisis situation, the student will demonstrate an application of techniques of assessment by role-playing.

**Course:** Crisis Intervention

**Topic:** Decision Point

**Learning Goal:**

7.0

The student will possess knowledge of the resolution alternatives in a crisis situation.

**Objectives:**

7.0

The student will identify alternative resolutions for the officer once the problem has been identified. These will minimally include:

- (a) Taking no further action and leaving the scene
- (b) Convincing one party to leave/removing one party
- (c) Arrest
- (d) Mediation
- (e) Referral

7.1

Given a hypothetical crisis situation, the student will demonstrate through role-playing, a variety of alternative resolutions.

**Course:** Crisis Intervention

**Topic:** Mediation

**Learning Goal:**

8.0 The student will possess an understanding of the importance of mediation skills to an officer during a crisis.

**Objectives:**

8.0 The student will define "mediation" as a process whereby differences in points of view can be reconciled and compromise solutions worked out where necessary.

8.1 Given a hypothetical situation, the student will demonstrate through role-playing a variety of compromise solutions.



**Course:** Crisis Intervention

**Topic:** Referral

**Learning Goal:**

9.0 The student will describe the procedure of referrals and possess an ability to refer clients properly to the appropriate agency relative to the specific problem.

**Objectives:**

9.0 The student will identify the goals of referral.

9.1 The student will identify the public and private social service agencies to which an officer may refer a person undergoing crisis such as:

- (a) Public health
- (b) Alcohol rehabilitation
- (c) Spouse or child abuse
- (d) Mental health
- (e) Drug abuse
- (f) Financial assistance
- (g) Suicide Hotline

9.2 The student will identify the correctional facility services provided for inmates undergoing a crisis, such as:

- (a) Medical department
- (b) Psychologist
- (c) Chaplain
- (d) Financial department

9.3 The student will identify the elements of Chapter 960, Florida Statutes, which states that an officer is required to provide victims of violent crimes information on the availability of victim assistance.

**Topic:**

Referral (continued)

9.4

The student will identify and outline procedures for giving proper referrals. These will include:

- (a) A summary of the problem
- (b) A selection of the most appropriate agency
- (c) Be specific - suggest one agency only
- (d) Give disputants a written copy of the vital facts about the agency
- (e) Explain services offered, fee, location of agency
- (f) Ask for their questions
- (g) Action Plan
  1. Who will contact agency?
  2. When will they contact agency?
  3. What will they ask for?
  4. How will they get there?

**Course:** Crisis Intervention

**Topic:** Abnormal Behavior and Suicide

**Learning Goal:**

10.0 The student will possess knowledge of the acute emotional disturbance which may be inherent in many crisis situations. He/she will possess an understanding of the impact of potential suicides and will have the ability to effectively apply crisis intervention techniques in both situations.

**Objectives:**

10.0 The student will identify the sources and major symptoms of neurosis. These will minimally include:

- (a) Anxiety
- (b) Depression
- (c) Phobias

10.1 The student will identify the sources and major symptoms of psychosis. These will minimally include:

- (a) Disorganized thinking
- (b) Delusions
- (c) Hallucinations
- (d) Emotional extremist
- (e) Disturbance of motor behavior

10.2 Given a description of a crisis situation involving an emotionally disturbed person, the student will identify the observable factors which allow for assessment of the disturbance and will state how these factors differ in behavior from that of "normal" behavior. These will include the following factors:

- (a) Speech
- (b) Mood
- (c) Alertness
- (d) Thought

10.3 The student will identify the primary steps of intervention in crisis situations involving emotionally disturbed individuals:

- (a) Make the immediate environment safe and remove sources of stress or provocation
- (b) Attempt to establish communication with the individual
- (c) Assess the degree of emotional disturbance and potential for aggressive behavior

10.4 The student will identify successful strategies for handling emotionally disturbed persons.

**Topic:** Abnormal Behavior and Suicide (Continued)

- 10.5 The student will identify clues of suicidal thoughts.
- 10.6 The student will identify why the following special cautions must be taken.
- (a) Take every suicide seriously
  - (b) The impact of a suicidal situation on emergency service personnel may be powerful
  - (c) There is frequently a homicidal component to a suicidal threat
- 10.7 The student will identify the main task of assessment in respect to suicide.
- 10.8 The student will identify misconceptions about suicidal behavior.
- 10.9 The student will identify techniques of intervention found most successful by experts in the field of suicide prevention.
- 10.10 Given a hypothetical crisis situation involving a suicide threat, the student will role-play the techniques for suicide prevention presented in class.

**Course:** Crisis Intervention

**Topic:** Alcohol/Drug Abuse

**Learning Goal:**

11.0 The student will possess an increased knowledge of commonly abused drugs and their effects. He/she will also gain an understanding of successful intervention techniques for crisis situation involving alcohol and drugs.

**Objectives:**

11.0 The student will identify the ways of detecting the presence of drugs/alcohol.

11.1 The student will identify the physiological effects of various drugs and alcohol.

11.2 The student will identify the effects of various drugs and alcohol on behavior.

11.3 The student will identify methods of transporting, transmitting, and concealing alcohol and drugs.

11.4 The student will identify successful techniques of crisis intervention involving persons affected by various drugs and alcohol.

\*Note: The instructor will emphasize that alcohol is a drug.

**Course:** Crisis Intervention

**Topic:** Hostage Situations

**Learning Goal:**

12.0 The student will possess knowledge of effective mediators and mediation techniques.

**Objectives:**

12.0 The student will identify the primary goal of mediation.

12.1 The student will identify the characteristics of a successful mediator and the person(s) generally responsible for mediation.

12.2 The student will identify guidelines for effective mediation.

12.3 The student will identify the role of the officer if taken hostage.

12.4 IN CLASS DISCUSSION: The student will discuss hostage survival.

12.5 Given a hypothetical crisis situation, the student will demonstrate through role-playing the guidelines for effective mediation and/or role play the suggested behavior if taken as a hostage.

**Crisis Intervention  
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